

Lockport City School District  
ELA Grade 5  
Unit 2  
Aligned to the Common Core 2011-2012

**Unit 2 Title:** Curve Balls

**Rationale:** Students who are college and career ready value evidence, build a strong knowledge base related to content, comprehend and evaluate, and use technology strategically to publish a final product.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note:** highlighted standards are formally assessed within this unit.

**Reading for Literature**

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, using literature (RL.5.1)
- Determine the theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (RL.5.2)
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g. how characters interact) (RL.5.3)
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RL.5.4)
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (RL.5.5)
- Describe how a narrator's or speaker's point of view influences how events are described. (RL.5.6)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (RL.5.10)
- Recognize, interpret and make connections in narratives, poetry and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RL.5.11)

### Reading for Information

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- Determine the meaning of a general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (RI.5.4)
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or solve a problem efficiently. (RI.5.7)
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (RI.5.10)

### Reading Foundational Skills

- Know and apply grade-level phonics and word analysis skills in decoding words. (RF.5.3a)
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- Read with sufficient accuracy and fluency to support comprehension. (RF.5.4a-c)
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.5.3 a,c,d,e)
  - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  - Use concrete words and phrases and sensory details to convey experiences and events precisely.
  - Provide a conclusion that follows from the narrated experiences or events.

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5.5)
- With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (W.5.6)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. (W.5.10)
- Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.(W.5.11)

### Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.5.1 b, c, d)
  - Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
  - Use verb tense to convey various times, sequences, states, and conditions.
  - Recognize and correct inappropriate shifts in verb tense.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing period. (L.5.2 a-e)
  - Use punctuation to separate items in a series.
  - Use a comma to separate an introductory element from the rest of the sentence.
  - Use a comma to set off the words *yes* and *no* (e.g., *yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *it's true, isn't it?*), to indicate direct address (e.g., *Is that you, Steve?*).
  - Use underlining, quotation marks, or italics to indicate titles of books.
  - Spell grade-appropriate words correctly, consulting references as needed.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.(L.5.3 a)

- Expand, combine, and reduce sentences for meaning, reader/listener interests, and style.
- Determine or clarify the meaning of unknown and multiple meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. (L.5.4 a-c)
  - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
  - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
  - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*) (L.5.6)
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5 a-c)
  - Interpret figurative language, including similes and metaphors in context.
  - Recognize and explain the meaning of idioms, adages, and proverbs.
  - Use the relationship of particular words (e.g., synonyms, antonyms, and homographs) to better understand each of the words.

### Speaking and Listening

- Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (SL.5.5)

### **ESSENTIAL QUESTIONS:**

- How do you face personal challenges you encounter during your lifetime?
- How can you use past experiences to solve current dilemmas?
- Why is it important to brainstorm problem solving strategies?
- What problem solving strategies do you employ when faced with a problem?
- What would you do if your problem solving strategy did not work the first time?
- How can you integrate and use technology to share your personal experiences with others?

**BY THE END OF THIS UNIT,  
STUDENTS WILL KNOW:**  
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** how to use evidence to support what is said explicitly and what is inferred, how to quote information effectively, how to identify main ideas and key details, how to compare and contrast, how to use domain-specific words to better understand content, how to determine theme, recognize point of view, compare/contrast similar themes/topics, make connections, self-select text, and determine author's purpose
- **From narrative text read:** how to determine theme, recognize point of view, compare/contrast similar themes/topics, make connections, self-select text, and determine author's purpose
- **Strategies for writing narrative text:** How to develop an imagined experience and use the writing process to compose a narrative about it, how to organize this piece of writing, how to write a narrative that reflects a variety of cultural perspectives, how to collaborate, how to recall information and use it in their writing.
- **Strategies for selecting appropriate research and publication tools online.**
- **Strategies for applying and improving use**

**BY THE END OF THIS UNIT,  
STUDENTS WILL BE ABLE TO:**  
(What do I need to model, coach the development of, and ask students to perform/do?)

- **From informational text read:** Quote accurately, Draw inferences, Identify main idea and key details, Compare and contrast, Cite evidence, Domain-specific words, Determine theme, Recognize point of view, Make connections, Self-select text, Determine author's purpose
- **From narrative text read:** Determine theme, Recognize point of view, Compare/contrast similar themes/topics, Make connections, Self-select text, Determine author's purpose
- **Write narrative text to:** Develop imagined experiences, Use narrative techniques, Create an organized piece, Reflect a variety of cultural perspectives, Use the writing process, Collaborate, Recall information
- **Use internet to research and publish writing.**
- **Apply conventions.**
- **Identify figurative language in text, explain its meaning in context**
- **Utilize figurative language effectively to enhance writing**

<p>of conventions.</p> <ul style="list-style-type: none"> <li>• <b>Strategies to identify figurative language, interpret meaning in context, and use appropriately in writing.</b></li> <li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> how to communicate different perspectives and express ideas, how to include multimedia texts to support points, how to engage in collaborative discussions, how to report on a relevant theme</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Communicate different perspectives, Express ideas, Include multimedia, Collaborative discussions, Report relevant theme</li> </ul>
<b>PHASE TWO: ASSESSMENT EVIDENCE</b>	
<p><b>Which Common Core Standard(s) for Literacy are formally assessed within this unit?</b> RL.5.1, RL.5.2, RL.5.3, RL.5.10, RL.5.11, W.5.2 a-e, W.5.3 a,c,d,e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.9, W.5.10, W.5.11, SL.5.5</p>	
<b>Pre-Assessment Task:</b>	<b>Formative Assessment Process:</b>
<p><b>What will the student do or produce to demonstrate their understanding and abilities?</b></p>	<ul style="list-style-type: none"> <li>• <b>How will the teacher support performance on this task?</b></li> <li>• <b>How will the teacher formatively assess student work and provide feedback?</b></li> </ul>
<p><b>Students will.....</b></p> <ul style="list-style-type: none"> <li>• Engage in the investigation of various pieces of literature that present readers with characters who are confronted with a personal challenge. Students will use their <u>note-sheets</u> to capture main</li> </ul>	<p><b>Teacher will.....</b></p> <ul style="list-style-type: none"> <li>• Provide access to various print and digital resources relevant to characters who are faced with challenges.</li> <li>• Demonstrate how to quote accurately from text.</li> </ul>

ideas and details. Quote accurately from the text while doing so. **(RL.5.10) (W.5.7)(RL.5.1)**

- Compare and contrast the challenges of two or more characters experienced, by using explicit text details to explain the challenges. Capture this on their note-sheets. **(RL.5.3)**
- Define the potential themes of these texts and how the characters respond to the challenges. Capture this on their note sheets. **(RL.5.2)**
- Engage in prewriting and then compose a written draft of a personal challenge the student encountered at some point in their life. **(W.5.3 a,c,d,e) (W.5.4)(RL.5.11)**
- Use a criteria-specific rubric to self-assess. **(W.5.5) (W.5.10)**
- **Timed Task: Use note sheets to draft a summary of what was learned from their reading. It will be submitted to the teacher for baseline assessment purposes. (RI.5.2)(RI.5.10) (W.5.7) (W.5.2 a-e)**
- Explore and evaluate various multimedia outlets for their work and select one that is appropriate to their purpose, task, and audience. **(W.5.4)**
- Respond to feedback provided by teacher as they revise their alternate ending and use their selected multimedia tool to prepare for publication. This final product will be submitted to the teacher for a grade.

- Model comparing and contrasting of characters, challenges, and solutions using explicit evidence.
- *Gradually release* responsibility to the students for defining themes and articulating how the challenges that characters are faced will dictate their solution theme. Model at first, then work with readers, then allow them to practice this independently as they record potential themes and connections to challenges on their note sheet.
- Guide writers through the process of developing the draft of their personal challenge.
- Support writers as they use a rubric to self-assess their first draft.
- Coach writers to provide high quality criteria-specific feedback to peers.
- Support writers in the first revision of their draft.
- Provide time for writers to complete the timed writing task, independently.
- Capture findings/data from the first draft of their process-driven product, using the approved rubric.
- Use these findings to inform instruction, revise curricula, and coach individual writers.
- Capture findings/data from the timed writing task using the approved rubric.
- Use these findings to inform instruction, revise curricula, and coach individual writers.

<p><b>(W.5.5)(W.5.6) (W.5.10)(W.5.11)</b></p> <ul style="list-style-type: none"> <li>Revise their timed writing task in response to the feedback provided by the teacher and submit it for a grade. <b>(W.5.5)(W.5.9)(RI.5.2)(W.5.2a-e)(W.5.7)(RI.5.10)</b></li> <li>They will publish their <u>personal challenge</u> for an audience that will benefit from it beyond the teacher or class, using an appropriate multimedia outlet. <b>(SL.5.5)</b></li> </ul>	<ul style="list-style-type: none"> <li>Provide writers criteria-specific feedback on process-driven products and timed writing tasks.</li> <li>Help writers evaluate and select appropriate multimedia tools for the publication of their personal challenge.</li> <li>Require revision of both pieces and then collect for grading purposes.</li> <li>Connect writers to their intended audiences and support publication.</li> </ul>
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**PHASE THREE:  
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE  
LITERACY BLOCK**

<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>GUIDED READING</b>	Targeted comprehension, fluency, listening and speaking and/or language skills.	Textbook leveled readers/Discussion questions  RUBRICS CHECKLISTS ANNOTATED RECORDS
<b>Shared Reading and Audio Versions of Text</b>	<ul style="list-style-type: none"> <li>Main Idea</li> <li>Supporting details</li> <li>Drawing inferences</li> <li>Compare and contrast</li> </ul>	Self-selected text Series main selections <ul style="list-style-type: none"> <li><b>Thunder Rose</b> (1.2)</li> <li>Wings for the King (3.1)</li> </ul>



	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Participation in discussion</li> <li>• Determining central theme</li> <li>• Investigating different cultural perspectives</li> <li>• Peer collaboration</li> <li>• Making text-to-text connections</li> <li>• Making text-to-self connections</li> <li>• Ask questions to improve comprehension</li> <li>• Predict &amp; evaluate outcomes</li> <li>• Analyzing decisions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Dinosaurs of Waterhouse Hawkins</b> (3.3)</li> <li>• <b>Stretching Ourselves</b> (4.2)</li> <li>• <b>King Midas and the Golden Touch</b> (6.3)</li> </ul> <p><b>*Selection Test*</b></p> <p>Leveled readers</p> <p>RUBRICS CHECKLISTS ANNOTATED RECORDS</p>
	<ul style="list-style-type: none"> <li>• Main Idea</li> <li>• Supporting details</li> <li>• Drawing inferences</li> <li>• Compare and contrast</li> <li>• Actively listening for fluency and expression</li> <li>• Participation in discussion</li> <li>• Investigating different cultural perspectives</li> <li>• Making text-to-text connections</li> <li>• Making text-to-self connections</li> <li>• Ask questions to improve comprehension</li> <li>• Predict &amp; evaluate outcomes</li> <li>• Analyzing decisions</li> <li>• Recall information</li> <li>• Staying on task</li> <li>• Use of variety of genres</li> </ul>	<p>Suggested Texts:</p> <p><u>Chapter Books:</u>  <i>Frindle</i> by Andrew Clements  <i>Island of the Blue Dolphins</i> by Scott O'Dell  <i>Dear Mr. Henshaw</i> by Beverly Cleary  <i>Hatchet</i> by Gary Paulsen</p> <p>* Or other appropriate text</p> <p><u>Picture Books:</u>  <i>Dear Mrs. La Rue: Letters from Obedience School</i> by Mark Teague  <i>I Miss Franklin P. Shuckles</i> by Ulana Snihura</p> <p>* Or other appropriate text  <i>Poetry: The Road Not Taken</i> by Robert Frost</p> <p>RUBRICS CHECKLISTS ANNOTATED RECORDS</p>